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ABSTRACT

The purpose of this guide to behavioral objectives is to assist elementary school teachers (grades kindergarten through six) in functioning more effectively in the area of language arts. The major areas of instruction include: motor skills; listening skills; reading skills; writing skills; grammar skills; study skills; personal communication and development skills; history and dialectology; classification, interpretation, and analysis of literary forms; original writing; oral and dramatic interpretation; and critical analysis. Behavioral objectives for each of the major areas of instruction are listed and include specific learning outcomes that relate to the general instructional objectives. A teacher checklist for each area of instruction is also provided. (WR)

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BEHAVIORAL OBJECTIVES

FOR

INTEGRATED LANGUAGE ARTS

IN THE

PRIMARY AND INTERMEDIATE

GRADES

THE LAKE REGION EDUCATIONAL PLANNING CENTER
(A Tri-School Title III Project)
MILBANK-SISSETON-WEBSTER
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INTEGRATED LANGUAGE ARTS

FORWARD

Education is developing the art of living, the building of personal identity, and the nurturing of creativity. Education is both the right and the privilege of all members of society. Quality education can be said to exist only when opportunities for learning are available at the varying levels at which students are able to perform successfully.

The schools exist to serve the people of the state and the society in which they live by developing responsible, self-directing, self-educating individuals who are capable of making decisions and value judgments. If these goals are to be accomplished, the following beliefs about students must be provided in the school programs:

1. Individual capacity is not fixed; many factors contribute to student achievement.
2. Some measure of success can be attained by each student each day.
3. Readiness varies and the task of the teacher is to bring it about and thereby enhance learning.
4. How students learn is more important than what they learn.
5. Learning probably will not occur unless the student desires to learn. The learning experience must be meaningful in terms of the goals of the student.
6. Appropriate tasks should be provided for each student which cause him to move at an optimum rate at which he can experience success. The greatest value to him is the sense of satisfaction in achieving goals.
7. A spirit of inquiry is a common thread that should run through the curricula for all students.
8. Teachers and students can accomplish most by interacting and planning together.

The teacher is the most important single factor in the child's educational experience. It is the teacher who determines the educational environment, who makes the diagnosis and prescriptions to meet the needs for each child's educational experience.

This guide is one instrument to assist the elementary teacher, grades K-6, to function more effectively in the area of LANGUAGE ARTS. The major areas of instruction include:

Motor Skills
Listening Skills
Reading Skills
Writing Skills
Grammar Skills
Study Skills
Personal Communication and Development Skills
History and Dialectology
Classification, Interpretation, and Analysis of Literary Forms
Original Writing
Oral and Dramatic Interpretation
Critical Analysis

We believe that total literacy can best be achieved through an integrated language arts program that stresses the inter-relationship of the knowledge, understandings, and skills learned and gives ample opportunity for reinforcement and application of these skills in the many facets of the communication skills.

A quality program of instruction must have objectives to serve as aids for educational programming, and for evaluating the degree of success for each child in his prescribed program. In prescribing the child's program, it is imperative to develop learning sequences in mini-steps with more than one route to follow. Learning is change in behavior, and behavioral changes resulting from learning are observable and measurable. In writing these objectives as TRANSITIONAL AND TERMINAL OBJECTIVES, the teacher has excellent guidelines to assist in prescribing learning programs for the individual child.

The individual teacher is the final judge in how this guide shall be used for her particular situation.

Remember:

New objectives can be added.
An existing objective can be modified or dropped.
The activity or medium suggested can be altered to fit the objective.
The activity or medium can be dropped.

KEYS TO USING THESE BEHAVIORAL OBJECTIVES:

P - Primary Level

I - Intermediate Level

Cognitive level of skills taught (Bloom's Taxonomy)

* Knowledge

** Comprehension

*** Application

**** Analysis

***** Synthesis

****** Evaluation

ACKNOWLEDGMENTS

During the school year 1970-71, several meetings of teachers were held to discuss the needs of assembling ideas concerning behavioral objectives that would be of a practical use to the teacher. In order to arrive at some sort of instrument toward total integrated language arts we selected a General Advisory Committee: Mrs. Coyla Anderson and Mrs. Gail Torrence of Webster; Mrs. Joyce Boerger and Mrs. Georgine Opseth of Milbank; and Mrs. Joan Anderson and Mrs. Lillian Landmark of Sisseton.

The Committee responsible for the final production of the communication skills edition included: Mrs. Coyla Anderson, chairman; Mrs. Boerger, Mrs. Opseth and Mrs. Landmark together with Mrs. Marise Caster, Webster. Other teachers were consulted from time to time on individual portions of the document.

"Sign Posts and Check Points in Reading", as originally published by the Department of Public Instruction, Pierre, served as a basis for some items in the reading section. Also, a total language arts approach prepared by the Webster staff in some grades was utilized. Many other sources and books pertaining to preparing objectives were consulted.

The forward and final proof-reading were done by the elementary principals of the three schools involved: Mrs. Dagmar Tidemann, Webster; Mr. Reuben Walkes, Milbank; and Mr. Curtis Olson, Sisseton.

The entire production was completed in the office of the Lake Region Educational Planning Center, P. A. Setnes, Director; Mrs. Jean Fowler, secretary and Mrs. Alvera Kromer, production clerk.

P. A. Setnes, Director
Title III Project
Milbank, Sisseton, Webster

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I. GROSS MOTOR SKILLS

A. Show that you are able to perform leg activities. P

1. Follow directions for walking in a variety of ways. ***

   a. On line - normal step
   b. On line - heel to toe
   c. On line - sideways left to right
   d. On line - sideways right to left
   e. On line - backwards
   f. On curved line - use same directions as a-e

2. With feet together follow directions for jumping in a variety of ways. ***

   a. In place
   b. Forward
   c. Backward

3. Follow directions for hopping in various ways. ***

   a. In place - right foot
   b. In place - left foot
   c. On line - forward - right foot
   d. On line - forward - left foot

4. Follow directions for galloping using either foot forward. ***

5. Show your ability to skip rhythmically. ***

B. Show that you are able to perform arm activities. P

1. Follow directions for using hands and arms to touch different parts of the body. ***

   a. Slap thighs
   b. Hands on hips
   c. Hands on shoulders
   d. Hands on head
   e. Hands on back
   f. Hands on toes
   g. Hands on knees

2. Follow directions for clapping hands in various positions. ***

   a. Clap hands over head
   b. Clap hands in front
   c. Clap hands in back
   d. Clap hands between legs

3. Follow directions for making circular movements with your arms. ***

   a. Inward circles
   b. Outward circles

c. Frontward circles
d. Backward circles
e. Left circles
f. Right circles

C. Show that you are able to perform trunk activities. P

1. Show your ability to twist your body with hands on hips. ***

2. Show your ability to bend your body. ***

a. Frontward bend
b. Backward bend
c. Right bend
d. Left bend
e. Body bend - touch toes
f. Somersault

3. Show your ability to use your arms and legs in a flat body position. ***

a. Lift left leg
b. Lift left arm
c. Lift left leg and arm
d. Lift right leg
e. Lift right arm
f. Lift right leg and arm
g. Lift both legs
h. Lift both arms
i. Lift left arm and right leg
j. Lift right arm and left leg
k. Lift both arms and legs
l. Sit up - have partner hold feet

D. Show that you are able to balance your body. P

1. Show your ability to balance on one leg. ***

a. Stand with left leg out in front
b. Stand with left leg back
c. Stand with right leg out in front
d. Stand with right leg back
e. Stand with leg out to right side
f. Stand with leg out to left side

2. Show your ability to balance on both feet. ***

a. Squat with hands on hips
b. Squat with hands out
c. Walk in squat position
d. Bounce body in squat position
e. Bounce on ball of foot

3. Show your ability to use the balancing board. ***

   a. Walk forward - normal step
   b. Walk left - sideways
   c. Walk right - sideways
   d. Walk forward - heel to toe
   e. Walk backwards

E. Show your ability to control your body movements in relation to objects in space. P

1. Demonstrate your ability to move your body in various ways in space. ***

   a. Under an object
   b. Over an object
   c. Around an object
   d. Behind an object
   e. In front of an object
   f. Through an opening
   g. To the left
   h. To the right
   i. Between two objects

F. Show that you understand the vocabulary denoting time and space relationships. P

1. Demonstrate with bodily movements your understanding of comparatives that refer to time and space. ***

   a. Slower
   b. Faster
   c. Sooner
   d. Later
   e. Wider
   f. Smaller
   g. Higher
   h. Lower

II. FINE MOTOR SKILLS

A. Show that you have developed finger dexterity. P

1. Demonstrate your ability to control your fingers. ***

   a. Finger plays
   b. Buttoning - zippering - snapping
   c. Tying
   d. Paper tearing - cutting - folding
   e. Stringing beads
   f. Pasting

B. Show that you have developed hand dexterity. P

1. Demonstrate your ability to control your hands. ***

   a. Block building
   b. Woodworking
   c. Clay activities
   d. Painting - (finger-brush)

C. Show that you have developed eye and hand coordination. P

1. Demonstrate your ability to coordinate your eye and hand movements. ***

   a. Puzzles
   b. Pegboard designs
   c. Mosaic designs
   d. Weaving
   e. Braiding
   f. Hit targets by rolling ball
   g. Magnetic boards
   h. Templates
   i. Bead patterning

II. LISTENING SKILLS

A. Show that you can follow oral directions. P

1. Follow directions for drawing pictures. *
2. Follow directions in dictating a sentence to the teacher describing a picture, an object or an experience. *
3. Follow directions in making a copy of your own name from a model. *
4. Follow directions in arranging pictures and objects in a predetermined order. *
5. Follow directions for playing games. *
6. Follow directions in marking worksheets. *
7. Follow oral directions involving several steps. *

B. Show that you can differentiate between sounds. P

1. Identify loud and soft sounds. *
2. Identify human and nonhuman sounds. *
3. Indicate recognition of a variety of rhythms by clapping your hands, clicking your tongue, skipping, hopping, etc., to the beat of the rhythm. *
4. After listening to three dictated words, identify two of the words that begin alike. *
5. After you hear a dictated word, pronounce another word that has the same beginning. *
6. After you hear a dictated word, pronounce another word that rhymes with it. *

C. Show that you can remember specific information from an oral presentation. P

1. After listening to a short story, identify the proper sequence of a series of four or five pictures related to the story. *
2. After listening to a story, identify the events that happened in the beginning, middle, and end of the story. *
3. After listening to a story, describe the events that happened first, next, and last in the story. **
4. After listening to a story, match answers with questions on the details. *

5. After listening to a passage, answer questions about the passage. *

6. After hearing a passage, identify the events that occurred in the story from a list of given events. *

7. After listening to a story or report, answer from one to three questions using facts from the story. *

8. Recognize the main idea in an oral passage that you have just heard. *

9. Recognize the mood of an oral passage. **

D. Show your understanding of information presented orally by summarizing and interpreting the content. I

1. Recognize the main idea and details in an oral presentation. **

2. Differentiate between fact and opinion in an oral presentation. ***

3. After hearing a one or two paragraph oral selection, answer factual questions about the content of the material. *

4. Listen to a talk and list the points that should be questioned for supporting evidence. *

5. After listening to a selection of two or more paragraphs, summarize the material in the correct sequence. **

6. Given five directions presented orally, follow all directions accurately without asking for repetition. *

7. Recognize whether the major purpose of an oral presentation is to entertain, inform or persuade. **

8. After listening to a political or editorial speech of at least five minutes on television, radio, a record, or tape, describe in two or three sentences, (1) the main idea of the speech and (2)two or three subordinate ideas that contribute to the main idea. **

9. Given a written copy of a person-to-person interview you have just heard on tape, recognize comments spoken by the interviewee that are relevant to the main topic. **

10. Recognize controversial topics, opinions, generalizations, and/or arguments presented on a television panel program such as "Meet the Press" or "Face the Nation". **

11. Recognize the following signs of bias in a taped radio newscast: loaded words, exaggeration, statements of opinion or statements of prediction presented as fact. **

B. Make a judgment on techniques used by the speaker in an oral presentation. I

1. Identify descriptive phrases as describing action, as painting visual pictures or as denoting sounds. *

2. Analyze the content of the following parts of an oral presentation: (1) the speaker's purpose, (2) clarity of information, and (3) organization of the material. ****

3. Evaluate the following parts of a speaker's delivery of an oral presentation: (1) clarity and voice control, (2) posture and action and (3) eye contact with audience. ******

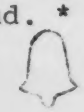
IV. SPEAKING SKILLS

A. Show that you can present ideas orally. P

1. Describe in your own words how two objects or pictures differ. **
2. Describe in your own words the probable reactions of persons in pictures and stories. **
3. Express basic human needs. **

B. Show that you can present descriptions of personal experiences. P

1. Tell a story about something you have seen, heard or read. *
2. Tell about a personal experience. *



C. Show that you can present ideas effectively to an audience. P

1. Retell a story that you have read or heard. *
2. Present an oral report about a story character, identifying the story and the character. Describe the character briefly. ***
3. Present a true adventure or make-believe story to a class or a small group. ***
4. After reading a story, prepare and present a short oral report based on the main idea, the characterization and/or events in the story. ***
5. Express your ideas on a given subject, using complete sentences and distinct, coherent and precise speech. **
6. Write an outline for an interview including the following: the reason for the interview, the topic to be discussed, and specific questions to be asked. ***
7. Conduct an interview, asking questions relevant to the topic and making notes of the answers. ***
8. Express an idea you have chosen, using descriptive words. **
9. Given an illustration, tell about any action in the picture. *

D. Show that you can participate in group discussions. P

1. Plan activities for a group discussion. Planning should include: (1) choosing a group leader and (2) setting up questions for discussion or selecting a topic for discussion. ***

2. Demonstrate the ability to (1) take turns in speaking, (2) listen to others when they speak, and (3) stay on the subject while taking part in a group discussion. ***

3. After participating in a group discussion, evaluate the discussion on the basis of techniques and content. ******

E. Show that you can plan and conduct personal interviews. I

1. Prepare an outline of the questions you would like to ask a person in an interview. ***

2. Conduct an interview with a classmate. Write a report of your interview. ***

3. Conduct an interview with an adult. Present an oral summary of that interview. ***

4. Conduct an interview and write about it for a school newspaper. Include the interviewee's name and at least three facts about his life. ***

F. Show that you can make informal oral presentations. I

1. Review oral presentation skills by explaining how to proceed from your present position or a place that you select, to another place in the school, on the playground, and in the neighborhood. Explain the reverse route. **

2. Review oral presentation skills by expressing a passage written in formal language in your own words. **

3. Review skills for presentation of ideas to an audience by explaining to a group how to perform an activity. **

4. Demonstrate an accepted procedure for (1) making an introduction and (2) making an announcement. ***

5. Present to the class a selection of prose or poetry that you have written to express a mood. Adjust the tone and rhythm of your voice to the mood of the selection. ***

G. Show that you can use techniques for preparing an organized oral report. I

1. Apply the skill of sequencing to organize material for an oral presentation. ***

2. After reading two or more books on a chosen topic, prepare a project that includes a visual model. Present a discussion of the topic. ***

3. Prepare an oral report using the following steps: ***

   a. Choose and limit a subject,
   b. Locate information,
   c. Take notes,
   d. Organize the notes in three sections: one that leads into, one that expands, and one that summarizes the topic,
   e. Present the report.

H. Show that you can present an organized oral report. I

1. Present a three-to-five minute talk on a topic you choose. ***

2. After reading a book, present an oral book review. ***

3. After reading an account of a scientific adventure, present an oral report related to the adventure. ***

4. Present orally a project you have prepared. ***

5. Given a controversial topic, make an oral presentation in which you try to persuade others to agree with your point of view. ***

6. Using information you have gathered from readings in a specific category, present your ideas to a small group of friends, neighbors or family members. ***

7. Prepare and present a three-to-five minute informative talk that will be evaluated on the basis of (1) your posture, (2) your eye contact, (3) the volume of your voice, (4) your speed in speaking (pacing), (5) your pronunciation and enunciation, and (6) your organization of the material. ***

I. Show that you can participate in achieving the goals of a discussion group. I

1. Review the guidelines for a discussion that apply to the participants in a discussion group. *

2. Review group discussion techniques expressing your point of view on a topic from your reading in a specific category. **

3. After reading two selections from a reading list on a specific category, discuss the category citing examples from your reading. ***

4. Review group discussion techniques by participating in an open ended group discussion in which no one solution is apparent. Include the following: (1) define the topic, (2) contribute relevant ideas, (3) contribute to the resolution of the problem, and (4) state whether or not you think your contribution was worthwhile. ***

J. Show that you can apply techniques for leading a discussion. I

1. Describe the rules that should be followed by the leader of a discussion group. **

2. Evaluate the technique used by a discussion leader according to the following criteria: ******
   a. Introducing the topic under discussion
   b. Refraining from giving personal views
   c. Deciding who is to speak
   d. Keeping the discussion moving on the topic
   e. Giving everyone a chance to speak
   f. Summarizing the main points

3. Demonstrate your ability to lead a discussion group. ***

K. Show that you can use the correct parliamentary procedures in opening and closing a meeting and introducing and carrying a motion. The following points are suggested rules for conducting a meeting. I

1. The chairman calls the meeting to order.

2. The secretary keeps a record, or minutes, of the business of the meeting.

3. A member secures permission to speak by rising and addressing the chairman.

4. Old business is discussed before new business is introduced.

5. Business is introduced to form a motion.

6. Each motion contains only one item of business.

7. A motion may be seconded.

8. The person seconding a motion does not rise or address the chairman.

9. After a motion is seconded, it is discussed and voted upon. It is carried if a majority of members vote in favor of the motion.

10. Members are nominated for office by a nominating committee or by individual members. Officers are elected by vote.

11. A meeting may be adjourned after a motion to adjourn is made and carried; if all business is completed, the chairman may adjourn the meeting.

V. READING SKILLS

A. Show your understanding of relationships by identifying objects and classifying them according to size, shape, and number. P

1. Given an illustration, name at least five objects in the picture. *
2. Given sets of objects, classify those objects that belong together. **
3. Given a set of concrete objects, pictures of objects or letters, identify the one object or picture that is different (in size, shape or number) by isolating it or marking it. *

B. Show that you know how to follow a left-to-right sequence. P

1. Given a continuous dotted line moving from left to right and top to bottom, follow the line with a pencil or finger. *
2. Given a series of pictures, follow the left-to-right sequence with your eyes and/or finger, telling about each picture. *
3. Given a series of pictures in two or more lines, follow the progression, transferring from the end of the top line to the left side of the next line. Tell about each picture in sequence. *

C. Show that you know the letters of the alphabet. P

1. Identify uppercase and lowercase letters by name. *
2. Given the alphabet, name both uppercase and lowercase forms of any five given letters. *
3. Identify the correct order of the letters of the alphabet. *
4. Write the correct order of the letters of the alphabet. ***

D. Show your understanding of the similarities and differences among sounds. P

1. Given a group of four or five pictures, recognize pictures of the objects that begin with the same sound. *
2. Given a group of four or five pictures, recognize pictures of the objects whose names rhyme. *
3. Recognize words that rhyme. *
4. Recognize homonyms. *

E. Show your understanding of similarities and differences among visual symbols. P

1. Given concrete objects, pictures of objects or letters, match the like objects or pictures (alike by color, size, shape, position, texture, details) by manipulating or marking them. *
2. Match the like letters or words on the basis of shape. *
3. Classify pictures, objects or letters on the basis of size, shape and position. **
4. Recognize the colors red, blue, green, brown, yellow, orange, purple and black and call them by name. **
5. Use descriptive words to create word pictures. ***

F. Show that you can apply a sound to its written symbol to read new words. P

1. Recognize and use the common sounds of consonants. ***
2. Recognize and use the common short vowel sounds. ***
3. Recognize and use the common long vowel sounds. ***
4. Recognize and use consonant digraphs. ***
5. Recognize and use vowel digraphs. ***
6. Recognize that doubling final consonants does not change the consonant sound. **
7. Recognize and use initial and final consonant blends. ***
8. Recognize silent consonants in words. **
9. Recognize that the final, silent e generally gives the preceding vowel a long sound. **
10. Recognize and use r-controlled vowels. ***
11. Recognize and use vowel diphthongs. ***
12. Recognize when vowel and/or consonant combinations have more than one sound. Use these various sounds. ***
13. Use sound-symbol relationships to spell words correctly. ***

G. Show that you can use the analysis of word structure to read new words. P

1. Recognize and use the plural form of nouns. ***

2. Recognize and use the possessive form of nouns. ***

3. Recognize base words when inflectional endings have been added. **

4. Recognize and use the contracted form of two words. ***

5. Recognize and use the compounded form of two words. ***

H. Show that you can recognize and use given aspects of words. P

1. Identify the meaning or meanings of a given word. *

2. Recognize synonyms. **

3. Recognize antonyms. **

4. Recognize the correct homonym from a given pair to complete a sentence. (Homonyms must be within the reading vocabulary of the student.) **

5. Recognize words that describe action, size, color, shape. **

6. Recognize given structures of grammatical significance (i.e., endings, prefixes, etc.). **

7. Recognize descriptive words or phrases in a reading selection. **

I. Show your understanding of word forms and sentence patterns by reading orally. P

1. Recognize given word forms and sentence structure patterns. **

2. Read a given passage orally, with correct voice intonation, inflection and phrasing. **

3. Recognize and use given printing conventions. ***

J. Show that you can follow written directions. P

1. Follow written directions. *

K. Show that you can apply various techniques for reading new words independently. P

1. Relate a given sound to its written symbol. **

2. Read new words by applying spelling patterns. ***

3. Read new words by using knowledge of word structure. ***

4. Apply contextual analysis to read new words. ***

L. Show your understanding of the structure and meaning of words and phrases by relating them to contextual uses. I

1. Identify homonyms in a given selection. *

2. Identify antonyms in a given selection. *

3. Given two words of identical or somewhat similar pronunciation, recognize the word to be used in a given sentence. **

4. Given a word or group of words in context, recognize which of the following context clues are given for those words: (1) definition, (2) explanation, (3) opposite idea, or (4) example. **

5. Demonstrate ability to use words or phrases to convey exact meanings. ***

6. Recognize the technical vocabulary in a given selection. **

M. Show that you can use structural analysis to recognize and use the correct forms of words. I

1. Review structural analysis by recognizing the following structures of grammatical significance. **
   (1) endings: -ed, -ing, -s, -er, -est
   (2) plurals: -s, -es, -ies, -ves, variants

2. Demonstrate ability to use structural analysis to read new words. ***

3. Recognize the written form of a given word. **

4. Given a group of sentences in which one word in each sentence is incomplete and given a list of suffixes and prefixes, select the appropriate affix to complete the word. **

5. Given a list of words with affixes, recognize the root of each word. **

6. Review structural analysis by finding clues to the meaning of a word by recognizing its parts, root, prefix or suffix. **

7. Demonstrate the ability to divide words according to the rules of syllabication. ***

N. Show that you can apply skills of phonetic and structural analysis to improve your spelling and reading. I

1. Using a list of at least thirty words that you have at some time misspelled, design at least three methods or systems for mastering the spelling of these words. *****

2. Apply spelling rules for words that double the final consonant before a suffix. ***

3. In given situations, apply the rule for the correct spelling of words in the following cases: ***

   (a) Words ending in final "y".
   (b) Words ending in silent "e".
   (c) Words containing "ie" vs "ei".
   (d) Prefixes to a root word.
   (e) Suffixes to one-syllable words and to words ending in silent "e".
   (f) Plural of words.

4. Apply spelling rules for words that adhere to the rules relating to the final "e" before a suffix beginning with a vowel and to the final "e" before a suffix beginning in a consonant. ***

5. Apply rules for spelling the contraction of two or more given words. ***

6. Apply rules for spelling words that adhere to the "ie-ei" rule. ***

7. Read the following sets of homonyms and write sentences spelling and using each member correctly. **

(1)	aisle isle	(7)	council counsel	(13)	they're there their
(2)	already all ready	(8)	ant aunt	(14)	to two too
(3)	canvas canvass	(9)	herd heard	(15)	waste waist
(4)	capitol capital	(10)	it's its	(16)	whose who's
(5)	course coarse	(11)	principle principal	(17)	your you're
(6)	complement compliment	(12)	stationery stationary		

8. Read, use and spell correctly each of the following words: ***

(1)	accept except	(6)	breath breathe	(11)	lose loose
(2)	access excess	(7)	choose chose	(12)	moral morale
(3)	advice advise	(8)	cloth clothe	(13)	personal personnel
(4)	affect effect	(9)	devise device	(14)	quiet quite
(5)	ally alley	(10)	later latter		

9. Given orally words that end in -side, -ceed and -cede, write sentences using and spelling the words correctly. ***

10. Given a list of some of the most frequently misused and misspelled words and phrases, read, use and spell them correctly. The following is a suggested list of words. ***

a. ache
b. all right
c. answer
d. color
e. cough
f. country
g. don't
h. friend
i. knew
j. know
k. minute
l. tired
m. once
n. since
o. straight
p. tear
q. though
r. through
s. trouble
t. where

VI. WRITING SKILLS

A. Show that you can make visually distinct patterns. P

1. Given the pattern of your name or a single shape, copy the pattern. *
2. Given an incomplete outline of a picture or letter, complete the outline, using finger, crayon, or pencil. *
3. Given a repeating pattern of items, complete the last pattern by supplying the missing item or items. *

B. Show that you know the letters of the alphbet. P

1. Copy uppercase and lowercase letters from a model. *
2. Match the uppercase and lowercase forms of the letters of the alphabet. *
3. Write your own first name without using a model. *
4. Reproduce from memory all twenty-six letters of the alphabet in order. *

C. Show that you can communicate thoughts in complete sentences. P

1. Copy a complete sentence. *
2. Copy words, groups of words, and complete sentences. *
3. Write given sentences from dictation. **
4. Write phrases that describe location. **
5. Transform declarative sentences into interrogative sentences. ***
6. Given simple sentences and phrases, write expanded sentences by adding descriptive words. ***
7. Use descriptive words to express an oral or written idea. ***
8. Write sentences using words you have located in a dictionary. ***

D. Show that you can prepare and present ideas in logical form and sequence. I

1. Write an outline for a given selection to show main ideas and supporting details. ***
2. Given two or more paragraphs, write a topic outline in the correct form using one level of indentation. ***

3. Summarize a scientific article. **

4. After reading a selection of prose, write a paper of two or more paragraphs related to the selection. ***

5. After reading a selection of poetry involving an historical event, write a newspaper story from the given facts. ***

6. After reading a given literary selection in a specific category, write a review based on your personal reaction to the selection. ***

7. Given an oral or a written passage, summarize the information. **

E. Demonstrate your ability to combine concepts, principles, and generalizations by organizing sentences and paragraphs to develop a topic. I

1. Given groups of words, classify each group as a sentence or as a phrase. Then add words to each phrase to make it a sentence. **

2. Write a paragraph observing the following guidelines: ***

   1. Select a topic sentence.
   2. Write about one idea.
   3. Develop sentences in sequence.

3. Write an organized explanation of a process. ***

4. Write a short composition supporting your opinion on a given subject or present a short speech supporting your side in an argument on a given subject. ***

5. Write a critical review analyzing a television program or movie with which you are familiar. ****

6. After drawing a diagram showing the working parts of an original invention, prepare complete and sequential directions for operation of the invention. ***

7. Conduct an interview with a classmate and write a report of your interview. ***

8. From an outline that you have prepared and with notes you have collected, write a report using the following criteria: ***

   a. Length: between 300 and 500 words.
   b. Cover topic adequately.
   c. Include some facts, if possible.
   d. Provide examples and/or comparisons to help give clear meanings to your sentences.
   e. Vocabulary, spelling, and punctuation corrected as far as possible.
   f. Sentences and paragraphs well formed.

9. Write an article for a school newspaper using criteria of effective journalism. *****

VII. GRAMMAR SKILLS

A. Show your understanding of the elements of sentence structure. P

1. Recognize the subject of a simple sentence. **
2. Recognize the predicate of a simple sentence. **
3. Recognize the determiners in a simple sentence. **
4. Given a sentence with an adjective and a form of the verb to be, recognize the adjective. **
5. Given a list of the five kinds of subjects, recognize the kind of subject used in a sentence. **

B. Show your understanding of common nouns, proper nouns, and pronouns in sentences. P

1. Recognize the common nouns in a list of words. **
2. Recognize the use of a common noun and determiner as the subject in simple sentences. **
3. Recognize the use of a common noun without a determiner as the subject in simple sentences. **
4. Recognize the proper nouns in a list of words. **
5. Recognize a proper noun as the subject in simple sentences. **
6. Identify the personal pronouns. **
7. Recognize a personal pronoun as the subject in simple sentences. **
8. Identify the indefinite pronouns. *
9. Recognize an indefinite pronoun as the subject in simple sentences. **

C. Show that you can recognize and use correct verb forms in sentences. P

1. Recognize verbs in sentences. **
2. Recognize the form of a verb. **
3. Use subject-verb agreement in writing sentences. ***
4. Recognize the forms of the verb to be in sentences. **
5. Use subject-verb agreement in writing sentences containing the present form of the verb to be. ***

D. Show that you can correctly apply the following: period, question mark, capital letters, and indentation. P

1. Recognize needs for capital letters involving names of people, names of animals, and the first word of a sentence. **
2. Recognize that a period belongs at the end of a statement. **
3. Recognize that a question mark belongs at the end of a group of words that reads as a question. **
4. Recognize correct punctuation in writing a date. **
5. Recognize that a comma separates city and state. **
6. Use capital letters to begin the names of streets, cities, town, and states. ***
7. Apply rules of capitalization in writing titles and headings. ***
8. Identify the correct placement of the title of a story. *
9. Identify the correct way to indent the first sentence of a story. *
10. Apply rules of capitalization in writing names of holidays. ***
11. Apply rules of capitalization and punctuation in writing and abbreviating titles of people. ***

E. Show that you can apply the transformational rules of grammar. I

1. Given a list of noun phrases, list the possessive form for each phrase. *
2. Transform a sentence into a noun phrase by putting the adjective between the determiner and the noun of the subject. ***
3. Apply comparison transformation to make a complex sentence out of a pair of simple sentences. ***
4. Recognize the eight reflexive pronouns and use them in sentences. **
5. Spell the vowel sound $\bar{e}$. *
6. Spell the vowel sound $\bar{a}$. *
7. Apply negative transformation to make an affirmative sentence negative. ***
8. Given the modals 'have. be, or do" with the word "not", rewrite each pair of words as a contraction. **

9. Transform a statement into a question. Apply the yes/no question transformation. ***

10. Rewrite a sentence that has an adverbial of place in the predicate as a where question. **

11. Rewrite a sentence that has an adverbial of time in the predicate as a when question. **

12. Rewrite a sentence that has an adverbial of manner in the predicate as a how question. **

13. Rewrite a sentence that has an object of a verb in the predicate as a whom or what question. **

14. Rewrite a sentence as a question by replacing the subject with who or what. **

15. Given a basic sentence containing a transitive verb, apply the passive transformation and write the passive sentence in the finished form. ***

16. Given a sentence containing a dangling modifier, rewrite it, making the sentence grammatical by changing the matrix from passive to active or from active to passive. **

17. Given a sentence with either a transitive or an intransitive verb, tell whether the structure consists of just a verb or of a verb particle. *

18. Given a certain kind of basic sentence, apply the there transformation. ***

19. Rewrite two simple sentences as a third sentence by changing one of the simple sentences into a relative clause. **

20. Rewrite two simple sentences as a third sentence by compounding, using the conjunction "and". **

21. Rewrite two simple sentences as a third sentence by compounding, using the conjunction "or". **

22. Rewrite two simple sentences as a third sentence by compounding, using the conjunction "but". **

23. Given a sentence, tell whether it is (1) declarative, (2) interrogative, (3) imperative, (4) exclamatory. *

24. Given a group of sentences containing relative clauses, classify them as restrictive or nonrestrictive clauses. **

25. Given a sentence with a relative clause containing "be" followed by an adverbial of place, rewrite the clause as an adverbial of place by deleting "relative pronoun + tense + be". **

26. Given a sentence with a relative clause containing "be + ing", rewrite the clause as an "ing" phrase by deleting "relative pronoun + tense + be". **

27. Given a sentence with a passive relative clause, rewrite the clause as a participial phrase by deleting "relative pronoun + tense + be". **

28. Given a sentence with a relative clause containing "be" followed by an adjective, reduce the clause to an adjective by deleting "relative pronoun + tense + be" and then applying the noun modifier transformation. ***

29. Given a sentence with a nonrestrictive relative clause, rewrite the clause by deleting "relative pronoun + tense + be". **

30. Given a sentence with a relative clause, rewrite the clause as an appositive by deleting "relative pronoun + tense + be". **

31. Given a sentence containing the residue of a nonrestrictive relative clause, apply the sentence modifier transformation. ***

32. When "relative pronoun + tense + be" has been deleted from a relative clause and all that remains is a single word "ing" verb or a participle, apply the noun modifier transformation. ***

33. Given an insert and a matrix sentence, rewrite the insert as a subordinate clause by introducing the insert sentence with a word called a subordinator. **

34. Given certain insert sentences, apply the "nominative absolute" transformation. ***

F. Show that you can apply the fundamental rules of grammar. I

1. Given a simple sentence, recognize the subject and the predicate. **

2. Given a personal pronoun and a form of "be", identify a contraction formed by combining them. *

3. Recognize whether the noun phrase that functions as a subject is a determiner + noun, + proper noun, + personal noun, or + indefinite pronoun. **

4. Given a sentence containing one or more noun phrases, recognize the function of each noun phrase. **

5. Identify determiners and tell whether their articles are definite or nondefinite. *

6. Recognize pre-article as an optional feature of the determiner. Use pre-articles in noun phrases. ***

7. Recognize demonstration in noun phrases. ***

8. Recognize number as an optional feature of the determiner. Use numbers in noun phrases. ***

9. Given a common noun, tell whether the noun is count or noncount. *

10. Tell whether the verb phrase in a given sentence contains a form of "be" or another verb. *

11. Given a form of "be" in a sentence, recognize the structure that follows as a noun phrase, adjective, or adverbial of place. **

12. Write sentences from strings of morphemes containing "be + ing". ***

13. Write sentences from strings of morphemes containing "have" + participle. ***

14. Write sentences from strings of morphemes containing tense + modal. ***

15. Given a list of simple sentences containing adverbials, describe each adverbial as an adverbial of place, of manner, or of time. **

16. Given a group of sentences containing verbals, tell whether the verb in the verbal is transitive or intransitive. If it is transitive, name its object. *

17. Given a group of sentences containing verbals, recognize whether the verb in the verbal is a verb of the "seem" class, a verb of the "become" class, or a "middle" verb. **

G. Show that you can apply the inflectional morphology rules of grammar. I

1. Recognize the number of morphemes in a given word. **

2. Given a list of singular nouns, list the noun in the plural form. *

3. Given a list of noun phrases, list the possessive form for each phrase. *

4. List the present- and the past-tense forms of "be". *

5. List the present-tense forms of verbs (simple and "s" forms). *

6. List the past-tense forms of regular verbs. *

7. List the past-tense of irregular verbs. *

8. List the principal parts of regular and irregular verbs. *

9. Rewrite given verbs in the "ing" forms. **

10. Write sentences from strings of morphemes containing "be + ing". ***

11. Construct words from base + comparative or base + superlative morphemes. ***

H. Show that you can apply the derivational morphology rules of grammar. I

1. Construct nouns from verbs + "er". Differentiate an adjective + comparatives from a verb + "er". ***

2. Make adjectives out of certain nouns by adding "ful" to them. Use the adjectives in sentences. ***

3. Make nouns of measurement out of certain nouns by adding "ful" to them. Use the nouns in sentences. ***

4. Give the meaning "not" to adjectives and adverbs of manner. Reverse the meaning of verbs by adding the morpheme "un". **

5. Make verbs from certain adjectives by adding the morpheme "en-1". Use the verbs in sentences. ***

6. Make adjectives from certain nouns by adding the morpheme "en-2". Use the adjectives in sentences. ***

7. Make an adverb of manner from an adjective. Use the adverb in a sentence. ***

8. Make adjectives from certain nouns by adding the "ly-2" morpheme. Use the adjectives in sentences. ***

9. Construct adjectives from base words by adding either the suffix "able" or "ible". ***

10. Construct adjectives from base words by adding either the suffix "ent" or "ant". ***

11. Construct nouns from words by adding either the suffix "ence" and "ance". ***

12. Identify words that end in the suffix "ate" as either nouns, adjectives, or verbs. *

13. Construct nouns from given words by adding the suffix "ion". ***

14. Rewrite certain nouns as adjectives by adding the morpheme "y". **

15. Use the morphemes "be", "over", and "under" to construct new words. ***

16. Construct nouns, verbs, adjectives, and adverbs of manner by adding derivational morphemes to base words. ***

17. Use the morphemes "ex" and "re" to construct new words. ***

18. Add the morpheme "in" to adjectives and nouns to give the meaning "not". **

19. Construct abstract nouns by adding the morpheme "ness" to adjectives. ***

20. Construct adjectives by adding the morpheme "less" to certain nouns. ***

I. Show that you can write sentences using the basic parts of speech correctly. I

1. Recognize nouns, verbs, adjectives, and adverbs by their use in sentences. **

2. Identify the plural of a given singular noun. *

3. List the singular possessive and plural possessive forms of nouns. *

4. Recognize nouns used as direct objects. **

5. Recognize predicate nouns or linking-verb complements. **

6. Recognize nouns by suffix endings. **

7. Demonstrate the use of noun markers in written work. ***

8. Given a list of nouns, classify them as either specific or general nouns. **

9. Write sentences using personal pronouns as subjects and as linking-verb complements. ***

10. Write the singular, past, and participle forms of regular and irregular verbs. Use each form in a sentence. ***

11. Demonstrate ability to use the correct form of the verbs "draw, fly and blow" in written or oral expression. ***

12. Write sentences using correctly the comparative and superlative forms of adjectives, including the irregular forms of "good, bad, many and little". ***

13. In written and oral work, demonstrate ability to use the correct forms of "sit, set, lie, lay, learn, and teach". ***

14. In written and oral work, demonstrate ability to use the correct forms of "tear, wear fall, and swim". ***

15. Write sentences using personal pronouns as direct objects. ***

16. Write sentences using possessive pronouns correctly. ***

17. Write sentences using indefinite pronouns as substitutes for nouns. ***

18. Recognize verbs and verb phrases in a sentence or group of sentences. **

19. Differentiate between action verbs and linking verbs. ***

20. Write sentences using single and multiple auxiliaries. ***

21. Write the plain, singular, past and participle forms of regular and irregular verbs. Use each form in a sentence. ***

22. Review structural analysis by describing the meanings of the verb suffixes "-ize, -fy (or -ify), -ate, and -en". Use the verb suffixes to form words. ***

23. Review structural analysis by using the verb prefixes "en-, em-, be-, and re-" to form new words. ***

24. Recognize suffixes and prefixes that act as adverb signals. **

25. Write sentences using comparative and superlative forms of adverbs. ***

26. Identify the adverbs in a given sentence. Tell whether the adverbs tell how, when, or where. *

27. Recognize fixed and movable adverbs. Use each type of adverb correctly in a paragraph. ***

28. Write sentences using adjectives that come before nouns. ***

29. Write sentences using predicate adjectives (complements). ***

30. Identify suffixes that are adjective markers. *

31. Recognize prepositions and objects of prepositions in sentences. **

32. Given sentences in which prepositional phrases have been improperly placed, rewrite the sentences correctly. **

33. Write prepositional phrases using the correct forms of the pronouns. ***

34. Write sentences using connectives other than the connectives used for compounding. ***

35. Write sentences using interjections. ***

36. Demonstrate how to use antonyms and prefixes to give words opposite meanings. ***

J. Show that you can write sentences using various types of sentence structure. I

1. Given a declarative sentence (statement), recognize the complete subject and the complete predicate. **

2. Given a declarative sentence, recognize the simple subject (headword in the subject) and the simple predicate (headword in the predicate). **

3. In a question or inverted delcarative sentence, recognize the complete subject and complete predicate, and the simple subject and simple predicate. **

4. In an inverted sentence, apply the rule of subject-verb agreement. ***

5. Write sentences using the N-V (noun-verb) sentence pattern. ***

6. Write sentences using the N-V-N (noun-verb-noun) sentence patterns. ***

7. Write at least five sentences using the N-LV-N (noun-linking verb-noun) sentence pattern. ***

8. Write sentences using the N-LV-AD (noun-linking verb-adjective) sentence pattern. ***

9. Write sentences using compound subjects, or compound predicates, or both. ***

10. Rewrite two simple sentences as one compound sentence. **

11. Given an affirmative statement, transform it to a negative statement, an affirmative question, or a negative question. ***

12. Classify a given sentence as one of the four types of sentences (declarative, exclamatory, imperative, or interrogative). ***

K. Show that you can apply rules of punctuation and capitalization. I

1. Identify errors in capitalization, punctuation, and spelling in a given business letter. *

2. Given a sentence containing a connecting word (conjunction, subordinator, or sentence connector), punctuate the sentence, using the generally accepted rules. ***

3. In written conversation, use punctuation and capitalization rules in direct quotations, including broken quotations. ***

4. Given a group of sentences containing quotations that do not have any punctuation or capitalization, use punctuation and capitalization rules in writing the sentences correctly. ***

VIII. STUDY SKILLS

A. Show that you know about instructional materials in the classroom. P

1. Identify visual symbols in classroom materials. *
2. Locate specified materials in the classroom. *
3. Identify the following as found in your room: different kinds of worksheets, papers, games, and equipment. *

B. Show that you can use and care for materials and equipment. P

1. Use correctly a pencil, crayons, paste, paints, scissors, and puzzles. ***
2. Identify and use any of the following items that are found in your room: record player, cassette tape recorder, film loop projector, filmstrip or slide viewer, and language master. ***
3. Follow directions for returning equipment after it is used. *

C. Show that you can use reference sources to locate and use information. P

1. Given a list of words, put the words in alphabetical order according to the first letter of the word. **
2. Given a list of words in which the first two letters are the same, put the words in order alphabetically. **

3. Use alphabetical order to locate telephone numbers in a directory. ***
4. Use a table of contents and indices to locate required information. ***
5. After reading a book, prepare and present a report including the title, the author, and the part or parts that you enjoyed. ***

D. Show that you can select reading material suitable to your reading level. I

1. Given a choice of at least five books at different reading levels, apply the rule of thumb in selecting an appropriate book. (Rule of thumb: open to the middle of the book; if there are five words you don't know on the page, then the book is too difficult.) ***

2. Select and read a short story, poem, and/or article at an appropriate reading level. Answer questions about the details. **

3. Choose and read at least one book that is appropriate to your reading level. Explain the major ideas and their relationships. **

4. Determine the suitability of reading material for your purpose, using recognition of sight words and of context clues. ****

E. Show that you can adjust your reading rate to the purpose and type of material. I

1. Given a variety of reading materials, such as encyclopedia articles, short stories, poem, and newspaper or magazine articles, demonstrate the ability to adjust your reading rate and technique to the purpose for reading. ***

2. Apply the skills of skimming to locate information about a selected topic. ***

3. Apply reading techniques that help rather than hinder your reading ability and contribute to consistent reading habits. ***

4. Given various selections in history, science, literature, and math, recognize the best approach (rate) and special skills needed in reading selections. **

F. Show that you can apply reading techniques to take notes. I

1. Given a reading selection and a specific topic, recognize words, phrases, or sentences that are relevant to the topic. **

2. Given a paragraph and a topic, recognize the topic sentence of the paragraph. **

3. Given a topic, a passage and a list of notes, recognize which notes are relevant to the topic. **

G. Show that you can recognize and/or use all parts of a book. I

1. Given a book containing the following parts, locate each part and identify the page number where each part appears: (1) index, (2) table of contents, (3) list of illustrations, (4) bibliography, and (5) title page. *

2. Identify the following book parts: *

   a. Frontispiece
   b. Title page
   c. Copyright
   d. Dedication
   e. Preface, forward, introduction
   f. Acknowledgments
   g. Table of contents
   h. List of illustrations
   i. Text, or body
   j. Bibliography
   k. Index
   l. Appendix

3. Use an index to identify page numbers of pictures, graphs or illustrations. ***

4. Use an index to locate subjects. ***

5. Use an index to find topics and subtopics. ***

6. Locate the page number in the table of contents that tells where to find information on a subject or where a story begins. *

H. Show that you can use a dictionary to locate words and to identify the structure and meaning of words. I

1. Given a list of words whose first three letters are exactly the same, arrange the words alphabetically. **

2. Given a list of entry words, use guide words to locate each entry word in a dictionary. ***

3. Given a list of derived words that are not entry words, use the dictionary to locate the base (root) word and the affixes to suggest the meaning of the derived word. ***

4. Use a dictionary to find the correct meanings of words given in context. ***

5. Use a sample dictionary page to find an example of the following: (1) guide word, (2) entry word, (3) pronunciation key, and (4) definitions. ***

6. Use a dictionary or a glossary to divide given words into syllables. ***

7. Given a group of sentences, each of which contains a word that has the same spelling but a different meaning in each sentence, locate in a dictionary the definition of the word as it is used in each sentence. *

8. Use a dictionary to find the syllables, pronunciation, parts of speech, meaning, and synonyms for a given word. ***

9. Use guide words for finding dictionary entries quickly and efficiently. ***

10. Find prefix and suffix entries in the dictionary. Use the entries to form new words. ***

11. Use a dictionary to find meanings of common idioms. ***

I. Show that you can find information in the library. I

1. After choosing a topic and writing at least five questions about the topic, find appropriate materials to answer questions. ***

2. Given a list of six or more titles of books, locate the titles in the library and recognize them as being fiction or nonfiction. **

3. Given any subject matter topic, use the card catalogue to locate the topic's call number. ***

4. Given a list of authors' names, demonstrate the ability to locate the names in the card catalogue. ***

5. Given a list of book titles, demonstrate the ability to find the titles in the card catalogue and record their call numbers. ***

6. Given an author's name, find books written by the author and record their call numbers. **

7. Given a list of titles of books, names of authors of books, and subjects of books: (1) find each title, name of author, and subject in the card catalogue, (2) record a call number for each book, and (3) find each book in the library. ***

8. After reading a story about a hero in Greek literature, find information about his life. Present another one of the hero's adventures to the class. ***

J. Show that you can use reference material to find information. I

1. Given a list of topics to be found in an encyclopedia, demonstrate the ability to use guide words to locate the topics. ***

2. Given a topic, find it in the index of an encyclopedia. ***

3. Find information about a given subject in an encyclopedia. ***

4. Given a list of guide letters from encyclopedia volumes and a list of topics, identify the volume in which each topic could be found. *

5. Given a list of topics and an encyclopedia, an almanac, and an atlas, (1) locate each topic, and (2) identify the reference book and the page number where each topic appears. *

6. Use subheadings in an encyclopedia to locate specific information. ***

7. Find specific information in encyclopedia, using cross-references. ***

8. Using the reference section of a library, find information in "Readers' Guide to Periodical Literature" and other special references for a report on a given topic. ***

9. From references containing information about a given topic, take notes that tell who, why, what, where, when, and how. ***

10. Use a thesaurus to expand your understanding of words and your vocabulary. ***

K. Show that you can find information for summarizing, making generalizations, and identify conclusions. I

1. Given a paragraph and a list of generalizations about the paragraph, recognize those generalizations that are true. **

2. Given a magazine article or other similar source, summarize it briefly. **

3. Apply the skill of sequencing to organize material for an oral presentation. ***

4. Form several generalizations about a book of your choice. ****

L. Show that you can prepare various types of outlines. I

1. Given a topic and supporting details, prepare a word or phrase outline in proper form using one level of indentation. ***

2. Given a short selection, prepare a proper word or phrase outline of the topic and the supporting details, using one level of indentation. ***

3. Write an outline for a given selection to show main ideas and supporting details. ***

4. Given two or more paragraphs, write a topic outline in the correct form using one level of indentation. ***

5. Produce an outline for a report using notes you have collected from various references. *****

M. Demonstrate your ability to combine concepts, principles, and generalizations by producing a factual report from notes and an outline. I

1. Take notes from an oral or written source. ***

2. Given a list of references to books, magazines, personal interviews, and encyclopedias, put the references in correct bibliographic order and form. **

3. Suggest a topic for a report that informs, entertains, or presents an argument. **

IX. PERSONAL COMMUNICATION AND DEVELOPMENT SKILLS.

A. Show that you can use the telephone. P

1. Demonstrate your ability to dial given telephone numbers. ***
2. Explain what to do if you have to report a fire, call the police, or ask for a doctor. **
3. Describe the difference between good and bad telephone manners. **
4. Record a telephone message. ***
5. Locate telephone numbers in a directory. ***

B. Show that you can write friendly letters. P

1. Identify the five parts of a friendly letter: heading, greeting, body, closing, and signature. *
2. Using a model, write an invitation, a friendly note, or a thank-you letter including the greeting, the body, and the closing. ***
3. Apply rules of capitalization in writing the greeting of a letter. ***
4. Apply rules of capitalization in writing the closing of a letter. ***
5. Write a friendly letter, placing the five parts in the correct order. ***
6. Using a model of an addressed envelope, copy the proper form. *
7. Use correct form to address an envelope. ***

C. Show your understanding of appropriate and inappropriate forms of conversation. I

1. Identify the basic elements of courtesy that are desirable in person-to-person conversations, group conversations, and telephone conversations. *
2. Differentiate between acceptable and unacceptable conversations and develop guidelines for improving your own conversation. *****

D. Show that you can write friendly and business letters using the correct format. I

1. Identify the formats used for a friendly letter, business letter, and for envelopes that go with the letters. *

2. Demonstrate your skill in writing various kinds of friendly and business letters. ***

3. Review writing friendly letters by writing one to express your ideas, interests, and ideals to a student in another part of the country. ***

4. Write a business letter to request information, to recommend action, or to order something by mail. ***

5. Write a friendly letter that includes the following parts in the correct form: (1) heading, (2) greeting, (3) body, (4) closing, and (5) signature. ***

6. Write a main address and a return address on an envelope using the correct form. ***

7. Write a business letter that includes the following parts in the correct form: (1) heading, (2) inside address, (3) formal greeting, (4) body, and (5) closing signature. ***

8. Identify errors in capitalization, punctuation, and spelling in a given business letter. *

9. Using the correct capitalization and punctuation, write a business letter of order, placing the (1) heading, (2) inside address, (3) greeting, (4) body, (5) closing, and (6) signature in correct position. ***

10. Using correct format, capitalization, and punctuation, write a business letter of adjustment and address the envelope for the letter. ***

E. Show that you can use skills of nonverbal communication. I

1. Given three means of nonverbal communication, (pictures, objects, and gestures), and an idea to communicate, predict the ease or difficulty of each and the effectiveness of each. ***

2. Using symbols that you have found or developed, visually communicate an idea or feeling to another person so that he can state the idea or feeling verbally. ***

3. Develop visual signs that communicate information to large groups of people. *****

4. Find an art print, picture, or photograph on a topic of your choice. Explain how your example illustrates that topic. **

5. Produce one of the following forms of nonverbal communication: painting, piece of sculpture, drawing, collage, photograph, movie--to express a feeling, an attitude, or an idea on a specific category. *****

6. Develop an original project that expresses your feeling about a specific category in literature. *****

X. HISTORY AND DIALECTOLOGY

A. Show your understanding of language usage by recognizing varieties of expression. P

1. Identify likeness and difference in pronunciation. *
2. Recognize differences in pronunciation. **
3. Identify groups in which you speak differently. *
4. Recognize more than one word for given meanings. **

B. Show your understanding of Latin and Greek prefixes by deriving the meaning of words. I

1. For each of the following prefixes of opposition, write three sentences using three words that derive a part of their meaning from the prefix. ***

   a. anti-
   b. contra-
   c. counter-
   d. non-
   e. un-
   f. in-
   g. mis-

2. For each of the following prefixes of separation, write three sentences using three words that derive a part of their meaning from the prefix. ***

   a. ab-
   b. de-
   c. dis-
   d. ex- or ec-
   e. se-

3. For each of the following Latin prefixes, write three sentences using three words that derive a part of their meaning from the prefix. ***

   a. ad-
   b. inter-
   c. post-
   d. pre-
   e. ante
   f. pro-
   g. re-
   h. sub-
   i. trans-
   j. tele-
   k. intro-
   l. ob-
   m. per-

4. For each of the following Latin and Greek prefixes, write two sentences using two words that derive a part of their meaning from the prefix. ***

   a. circum-
   b. peri-
   c. con-
   d. com-
   e. co-
   f. sym-
   g. syn-
   h. lux-
   i. luc-
   j. photo-
   k. magni-
   l. mega-
   m. multi-
   n. poly-
   o. omni-
   p. pan(to)-
   q. prim-
   r. proto-
   s. super-
   t. ultra-
   u. hyper-

5. Define each of the following Latin and Greek numerical prefixes. *

a.	uni-	h.	cent(s)-	o.	tetra-
b.	mono-	i.	quin-	p.	octo-
c.	semi-	j.	pent(a)-	q.	octa-
d.	hemi-	k.	du(o)-	r.	sex-
e.	demi-	l.	bi-	s.	hex(a)-
f.	sept-	m.	tri-	t.	dec(a)-
g.	hept(a)-	n.	quad-	u.	mill(i.e)-

C. Show that you can trace the history of a linguistic form (word). I

1. Given a list of English words of foreign origin, find their meaning and the meaning of related words from the root of the original word. (For example, "and" means "hear" in Latin; in English we have the words "audience", "auditorium", and "audible".) **

2. Given a list of words, identify words we use that are borrowed from a language other than English. *

3. Given two columns of words, match words from one column with the appropriate words from the other column to form compound words. *

4. Give an example of each of the following sources of words: (1) slang, (2) blended words, (3) words formed by combining the first letter of each word of a phrase, and (4) words, derived from names of famous people. **

5. Explain the increased use of slang and its influence on language. **

6. Recognize new words that are formed from existing elements to meet new needs. **

7. Explain the effect of technology on English language. **

8. Recognize the ways in which dialects differ. **

9. Explain how vocabulary choices are influenced by age, sex, education, occupation, and origins. **

10. Identify six types of "Americanisms" that have entered the English language and give examples of each type. Identify the ways in which each of these types entered the language. **

11. List five methods by which new "Americanisms" are being coined. Give three examples of relatively new words for each method you name. **

D. Show your understanding of regional differences in vocabulary, grammar, and punctuation. I

1. Discuss how United States regional dialects change in relation to population movement, geographical isolation and economic development. ***

2. Given a list of words, recognize words that have the same meaning but are formed from different dialects. ***

3. List four publications by Noah Webster that helped to standardize the American language. Tell three reasons for the wide circulation accorded his books. *

4. Explain the relationship between the English colonies and the Mother Country (later the United States and Great Britain) as reflected in their attitudes toward each other's use of the English language during the 17th, 18th, 19th, and 20th centuries. **

XI. CLASSIFICATION, INTERPRETATION AND ANALYSIS OF LITERARY FORMS

A. Show your understanding of fact and fantasy in literature. P

1. Recognize an animal who behaves in a way peculiar to animal life. **
2. Given a story containing real-life and make-believe elements, suggest which elements are real and which elements are make-believe. **

B. Show your understanding of a literary selection by reading with 75 percent to 90 percent comprehension. P

1. After reading a given passage, recognize the main idea. **
2. After reading a given passage, recognize details. **
3. Recognize the repetitive portions of a given story. **
4. Locate a passage that answers a question or contains a specified thought. ***
5. After reading a given passage, describe the sequence of events. **
6. Recognize the adjective that best describes a given character. **
7. Present an oral report about a story character, identifying the story and the character and describing him briefly. ***
8. Retell a story that has been seen, heard, or read. *
9. Recognize descriptive words in phrases and sentences. **
10. Recognize word pictures in a given poem. **
11. Recognize facts in an informational reading passage. **
12. Use contextual analysis to read new words. ***
13. Select the best title for a story from a given list. *
14. After reading a story, present a short oral report based on the main idea, the characterization, and/or events in the story. ***

C. Show your understanding of contextual clues. P

1. Read a given passage and make inferences based on details. **
2. Classify information contained in a reading passage. **

3. Predict the ending to a reading passage. ***

4. Draw conclusions from information given in a reading passage. **

5. Recognize cause-effect relationships in a given reading passage. **

6. Recognize facts in an informational reading passage. **

D. Show that you can apply reading to personal experience. P

1. After reading a given passage, describe how the passage relates to personal experience. **

2. After reading a book, prepare and present a report including the title, the author, and the part or parts enjoyed. **

3. Retell a story you have read or heard and change the ending. **

E. Show your understanding of genre by classifying literary selections. I

1. Given a list of statements describing different kinds of stories, identify statements that describe most myths. *

2. Given a list of statements describing different kinds of stories, identify statements that describe most folktales. *

3. Given a list of statements describing kinds of stories, identify statements that describe most tall tales. *

4. Given a limerick and several other poems, recognize the limerick. **

5. Given a list of statements describing different kinds of stories, identify statements that describe most fables. *

6. Given a list of statements describing different kinds of stories, identify statements that describe biography and statements that describe historical fiction. **

7. Given a portion of a literary selection, classify the portion under one of the following: fable, folktale, myth, biography, tall tale, or historical fiction. **

8. Given descriptions of different kinds of literature, recognize descriptions of the short story. **

9. Explain the differences between a play and a skit. **

10. Classify a given selection of nonfiction as belonging to one of the following categories: newspaper or periodical article, essay, biography, autobiography, or scientific writing. **

11. Recognize ballad stanzas by the following characteristics: **

    1. Lines 2 and 4 rhyme.
    2. Odd-numbered lines have four accented syllables.
    3. Even-numbered lines have three accented syllables.

12. Recognize free verse by its irregular rhythm. **

F. Show your understanding of the main and supporting ideas in literary selections. I

1. Given a short selection with the topic stated, recognize supporting details from a list. **

2. Summarize the main ideas in each of three selections (one oral, one visual, and one written) that you have chosen. **

3. Describe the main ideas and supporting details of a book you have read. **

4. Given a short reading selection, the main idea of the selection, and a list of details, recognize the details that most directly support the main idea. **

5. Describe the main idea of a fiction book of your choice. Explain the details that most directly support the main idea. **

6. Given a list of details about a reading selection that has an obvious conclusion, recognize the details that support the conclusion. **

7. Recognize several details that support the conclusions you have made from reading a book of your choice. **

8. Given a paragraph and list of topics, recognize the topic of the paragraph. **

9. Recognize which sentences in a paragraph are related to the topic of the paragraph. **

10. From a reading list on a given category, read a short story, an essay, a book, a play, or a poem, suggest examples of a specific topic developed in that selection. **

11. Find in a library one or two selections related to a specific category. Read the selections, and as you read, recognize passages that illustrate the theme. Include the passages in a journal. **

12. Given a selection of literature related to a specific category, explain how the selection illustrates that category. **

13. After reading a poem, answer specific questions about its content. *

14. Locate articles in the various sections of a newspaper. Answer questions about each of these articles. *

G. Show your understanding of the personality traits of literary characters. I

1. Given a short selection, recognize the words and/or phrases in the selection that describe traits (such as honesty, kindness, impatience) of the main character in the selection. **

2. Recognize words that describe the traits of one of the characters in a book of your choice. Describe a situation in which the character displays the traits you have listed. **

3. Describe orally or in writing the feelings of one or more of the major characters in a fictional selection. Explain why you think they behaved and felt the way they did. **

H. Show your understanding of literary selections by making inferences based on details. I

1. After reading a fictional selection at the appropriate reading level, predict future consequences. ***

2. Given a selection of two or more paragraphs and a list of implied statements, recognize statements about the selection that are valid. **

3. Recognize several facts that are implied but not stated in a book of your choice. **

4. Given an unfinished selection, predict a future event on the basis of previous events in the selection. ***

5. After reading up to the last chapter in a book of your choice, predict what you believe will be the outcome. ***

6. Analyze a given selection by inferring the author's intent and by drawing conclusions from the evidence presented. ****

7. Analyze a selection to find the author's hidden meaning by identifying what is implied. ****

I. Show your understanding of cause and effect relationships in literary selections. I

1. Recognize in a given reading selection, words and/or phrases that demonstrate cause and those that demonstrate effect. **

2. Given a short reading selection, write a brief paragraph explaining cause-effect relationship from that selection. ***

3. Explain a cause-effect relationship in a book of your choice. **

J. Show your understanding of the setting in literary selections. I

1. Given a short selection and a list of statements, recognize the statement that best describes the setting. **

2. Describe orally or in a paragraph the setting of a book of your choice. **

3. Explain the effect of the setting (time in history, place, and particular circumstances of the environment) on the principal characters in a given novel or short story from a specific category. **

K. Show your understanding of plot development in literary selections. I

1. Describe the time, place, characters, and sequence of action in a short story. **

2. Describe the rising action, climax, and falling action in a given short story. **

3. In a three-page paper, summarize the main conflict in a novel or a short story of your choice in a given category. In your paper include the underlying causes of the conflict and the events that contributed to the conflict. Explain the effect of the final resolution of the conflict on each of the principal characters. ***

L. Demonstrate your ability to perceive the author's intent and/or point of view in literary selections. I

1. Given a short story, an essay, a poem, a book, or a play from a specific category, recognize the author's point of view on a topic. **

2. Given a short story, an essay, a poem, a book, or a play on a specific topic, describe the way in which the author's point of view is developed. **

3. Given an editorial, recognize the purpose or purposes (explanation, persuasion, criticism, praise, or entertainment) that the editorial serves. **

M. Demonstrate your ability to perceive mood and tone in literary selections. I

1. Given a paragraph and a list of phrases describing mood, recognize the phrase that best describes the mood of the paragraph. **

2. Describe in one or more paragraphs the mood of a fiction book of your choice. **

3. Recognize the particular emotion expressed in a passage. **

4. Write a short analysis of the technique used by the author to express an emotion in a selection of prose or poetry. ****

5. Given two passages with the same topic, recognize the words or phrases that are used to change the tone. **

N. Make judgments involving the comparison of reading selections to personal experience. I

1. Explain how a book you have read relates to other selections you have read on the same subject. **

2. After reading a book at an appropriate reading level, evaluate the validity of the message in terms of personal experience. ****

O. Show your understanding of literary devices in given selections. I

1. Given a descriptive passage of prose and poetry, recognize the similes. **

2. Given a reading selection, either poetry or prose, recognize the metaphors. **

3. Given a variety of poems, recognize those words that demonstrate alliteration. **

4. Given descriptive words or phrases, pictures, or music, list images brought to mind by each example. *

5. Recognize examples of metaphor. **

6. Recognize examples of similes. **

7. Recognize examples of personification. **

8. Given a descriptive paragraph, describe the type of space order used (large to small, near to far, top to bottom, etc.) and recognize the words that show the space order. **

9. Given a narrative paragraph, explain the time order of the actions. **

XII. ORIGINAL WRITING

A. Show that you can use descriptive words or phrases. P

1. Recognize more than one word to describe something. **
2. Recognize the adjective which best describes a given character in a story. **
3. Write descriptive words, phrases, and sentences. ***
4. Apply the use of descriptive words or phrases in creative writing. ***
5. Use a variety of words to express action and sound in speaking and writing. ***
6. Apply the use of alliteration in creative writing. ***
7. Write a real, imaginary, or new name for a given thing. ***

B. Demonstrate your ability to combine concepts, principles, and generalizations by writing original stories. P

1. Write a story you have read or heard and change the ending. ***
2. Given a question asking how or why, write a myth at least one sentence in length. ***
3. Write a make-believe story of at least three sentences with a beginning, middle, and end. *****
4. Write a fictional paragraph about people, animals, places, or things. *****
5. Write a paragraph in which a character is described and developed. *****
6. Write a story that tells who, what, where, when, and why. *****
7. Write a story using story-starter words, phrases, or pictures. *****
8. Given a story starter, write an adventure story using descriptive words. *****
9. Write a true adventure story and tell it to a class or a small group. *****
10. Write a make-believe story. *****
11. Write a story using a topic you have selected as the main idea. *****
12. Read several stories of fantasy, and then write your own tale of fantasy. *****

C. Demonstrate your ability to combine concepts, principles, and generalizations by writing original poems. P

1. Write a poem of at least one rhyming couplet. *****
2. Write a poem from a given list of topics. *****

D. Demonstrate your ability to combine concepts, principles, and generalizations by organizing factual information. P

1. Write a simple biography, including the person's name and at least two other facts about the person. ***
2. Write a factual paragraph about people, animals, places or things. *****

E. Show that you can use techniques of creative writing. I

1. Tell whether phrases describe action, paint pictures or name sounds. *
2. For each verb in a given list, suggest other verbs that are more descriptive. **
3. Rewrite sentences by adding adjectives and adverbs. **
4. After reading a selection that presents suggestions for improving creative writing, apply some of these suggestions to a selection of your own. ***
5. Demonstrate the ability to improve sentences by adding modifiers. ***
6. Summarize the information that should be included when writing the script for a skit. **
7. Given a noun, suggest modifiers that indicate (1) "which" and then (2) "what kind of". (Include at least one word that tells "which" and at least one word and one phrase that tell "what kind of".) **
8. Given a verb, suggest a one-word modifier that tells "how" and a phrase modifier that tells "where" to use with the verb. **
9. Write simple comparisons using metaphors. ***
10. Recognize general and specific statements. **
11. Write examples of general and specific statements. ***
12. Given specific statements, rewrite the statements to make them general statements. **
13. Given general statements, rewrite the statements to make them specific statements. **

14. In a given passage, recognize the words or phrases that appeal to the five senses (sight, smell, taste, touch and hearing). **

15. Write a brief paragraph including words that appeal to as many of the five senses as possible. ***

16. Write a short paper (two pages) about an action or a person, place or thing of your choosing in which you include impressions, descriptions, and comments based on each of the five senses. ***

17. From a reading list on a specific category, choose two selections and recognize impressions, descriptions, and/or comments in each selection that appeal to one of the five senses--sight, smell, taste, touch, hearing. ***

18. Write a comparison of two literary characters from the same selections considering their physical appearance, personality, and personal qualities. **

19. Using general statements only, write a short paragraph on a subject of your choice. Then, rewrite the paragraph changing all the general statements to specific statements. ***

20. Using specific statements only, write a short paragraph on a subject of your choice. Then, rewrite the paragraph changing all specific statements to general statements. ***

21. Given introductory sentences from narrative selections, classify the function of each sentence as (summarizing some past event as background for the coming story; (2) giving details to create an unusual situation or setting; and (3) making a dramatic statement or creating an atmosphere of suspense. **

22. Write examples of introductory narrative sentences of the following types: ***

    1. A sentence summarizing some past event as background for a new story.

    2. A sentence giving details which create an unusual situation or setting.

    3. A sentence that makes a dramatic statement or creates an atmosphere of suspense.

23. Demonstrate the ability to apply the skills and techniques that are basic to the four forms of written composition: description, narration, exposition, and opinion or argumentation. ***

24. Given examples of closing sentences in narrative passages that serve one of the following functions, recognize the function served. **

    1. Expresses a definite emotional response.
    2. Leads smoothly into the next paragraph, thus serving as a transitional sentence.
    3. Hints at a subsequent solution to the problem.

25. Write a narrative episode to be evaluated according to the following criteria: ***

    1. A strong opening sentence.
    2. Order and relationship of the sentences.
    3. A closing or summary sentence that completes the action.
    4. Mechanics of language.

26. Write a descriptive passage for each of the following: ***

    1. A character's physical appearance.
    2. A character's attitudes in a particular situation.
    3. A person's good or bad qualities.

27. Write a paragraph of description placing emphasis on the following: ***

    1. An introductory sentence giving the point of view.
    2. A definite space order in the relationship of sentences.in the body of a paragraph.
    3. A summary sentence giving a total impression.
    4. Mechanics of language.

28. Write a paragraph describing a process of explaining the new term. Criteria for evaluation will include the following: ***

    1. A clear statement of your purpose in the topic sentence.
    2. Logical sequence and relationship of explanatory sentences.
    3. A summary sentence bringing your exposition to completion.
    4. Mechanics of language.

29. Using information reading materials as your source, suggest an example of each of the following types of expository writing: **

    1. An explanation, with a main statement supported by details.
    2. A definition of a new term.
    3. Clarification of a process.
    4. An essay; a person's viewpoint on a topic.

30. Write one paragraph involving argument, such as one concerning a choice between two things you want very much. Criteria will include the following: ***

    1. A precise statement of your problem in the topic sentence.
    2. Reasoning logically outlined in the body of the paragraph.
    3. A concluding sentence giving a final decision.
    4. Mechanics of language.

F. Demonstrate your ability to combine concepts, principles and generalizations by writing original compositions. I

1. Write a short story that has a beginning, a middle, and an ending. *****

2. Write a short story that has at least one well-developed character. *****

3. Write a short story that has a plot. *****

4. Write a story using word pictures to describe characters, events, and setting. *****

5. Write a story involving a situation portraying emotion, such as anger, joy or frustration. *****

6. Write a story that includes a dialogue (direct quotations) between at least two people. *****

7. Given the characteristics of a fantasy, write an original fantasy. *****

8. After reviewing selections of poetry on a particular subject, write an original poem. *****

9. Write a script for a play that includes (1) a list of characters, (2) the setting of each scene, (3) dialogue with speaker's actions. *****

10. Write an original limerick using the following guidelines: *****

    1. Line 1, 2, and 5 should rhyme.
    2. Line 3 and 4 should rhyme.
    3. Line 1, 2, 3, and 5 should be longer than lines 3 and 4.

11. Write an original poem in free verse. *****

12. Using vivid word pictures, write a description of a person, a place, an object, or an event. ***

13. Using fact and fantasy, write a narrative. ***

14. Write your own selection of prose or poetry that expresses how something looks, sounds, acts, and feels. Use specific nouns and descriptive verbs. Modify nouns and verbs with words and phrases. *****

15. Write one to three paragraphs including original examples of metaphor, simile, personification, and figurative language. ***

16. Given a passage that describes a particular mood, write your own selection of prose and poetry that creates the same mood. Set the tone of your words to fit the mood. *****

17. Given a picture that shows at least one person expressing an emotion, write your own selection of prose or poetry to express the emotions of the person or people in the picture. *****

18. Write an adventure story that includes descriptive and narrative paragraphs. *****

19. Write a character sketch that includes (1) a description of the character and his surroundings and (2) a conversation between the character and another person. ***

20. Write an original plot for the development of a short story. Include at least three related events. *****

21. Compare and contrast the treatment of a topic in a movie, a television program, or a play with the treatment of the same topic in a written selection. ******

22. Write a poem, song, story, or essay. *****

23. Write at least two passages vividly describing smells and sounds. ***

24. After reading a selection of literature, write an original composition about the period of time covered in the selection. *****

25. Write an imaginative composition using words that might develop from our language in the future. *****

26. Write a tall tale about a character who works at an occupation that interests you. *****

27. Given a specific situation, write a descriptive paragraph about that situation. ***

28. Pretending to be a well-known person from history or literature, review friendly letter skills by writing a letter in which you tell about some phase of your life. ***

29. Given the characteristics of a myth, write an original myth. *****

30. Given a number of specific items, write an imaginary experience involving those items. *****

31. Write an original couplet. *****

32. Write an original quatrain. *****

33. Write an original haiku verse using the 5-7-5 syllable pattern. *****

34. Write an original tanka verse. *****

35. Write an original verse in one of the simple cinquain patterns. *****

XIII. ORAL AND DRAMATIC INTERPRETATION

A. Show that you can dramatize ideas, emotions, and characters. P

1. Dramatize the descriptive words and phrases from an oral passage that you have just heard. ***
2. Dramatize the descriptive words and phrases from a passage that you have read. ****
3. Dramatize a given human emotion. ***
4. Dramatize a chosen role in a dramatic play. ***
5. Pretend to be a given animal or story character. ***

B. Demonstrate your ability to combine concepts, principles and generalizations by developing dramatic techniques. I

1. Identify important guidelines for participating in a play. *
2. Given a skit that has been prepared, present the skit to the class. ***
3. Summarize information that should be included when writing a script for a skit. **
4. Write a script for a play that includes (1) list of characters, (2) setting of each scene, and (3) dialogue with speaker's actions. *****
5. Participate in a play that you or a classmate has written. ***

C. Show that you can make a variety of oral presentations. I

1. Using a selection of literature, prepare and present a choral reading. ***
2. Demonstrate ability to introduce a speaker, giving an introductory remark, some background information about him, and the topic of his speech. ***
3. Present an oral interpretation of a memorized poem of your choice. ***

XIV. CRITICAL ANALYSIS OF MEDIA

A. Show your understanding of the importance of mass media to individuals and to large populations. I

1. Describe forms of mass media that could be used to inform, persuade, or entertain a large group of people (such as the population of a country) about a given topic. Explain why each medium is more or less useful for this purpose than other forms. **

2. Describe aspects of mass media that some people find useful. **

3. Given an example of a particular person's role in society, explain how mass media could help, as well as harm,this person. **

B. Demonstrate your ability to perceive effects of television. I

1. Suggest ways that television could affect a person's family life and his education. **

2. Explain the difference between a television viewer who controls his television viewing and one who is controlled by his viewing. **

3. Analyze ten television programs using the following criteria: ****

    1. Is there violence in the program?
    2. Is there a social message in the program? What is it?
    3. Is there a message of personal value in the program?
    4. Is there evidence of prejudicial attitudes in the program?
    5. Does the program contribute to your intellectual growth?
    6. Is the program beneficial mainly as a means of relaxation?

4. Explain why the following types of television programs often include violence: (1) news, and (2) movies and series, including detective, spy, western, war, horror, and science-fiction formats. **

5. Write a critical review analyzing a television program or movie with which you are familiar. ****

C. Show that you can differentiate among statements of fact, fiction and opinion. I

1. Given a reading selection and a list of statements about the selection, differentiate between statements of fact and statements of opinion. ***

2. Differentiate between fact and opinion in an oral report. ***

3. Determine whether the content of a paragraph reinforces the assertion of the paragraph. ****

4. Analyze a selection for the obvious (and sometimes not-so-obvious) contradictions, errors, exaggerations, and different points of view. ****

5. Given a news article, an editorial, or some other written work, analyze its viewpoint, bias, and/or objectivity. ****

D. Demonstrate your ability to perceive the technique and effects of advertising. I

1. Given a list of guidelines for producing advertisements, recognize which guidelines apply to the following: (1) television commercials, (2) magazine ads, (3) billboards, and (4) radio commercials. **

2. From a television, radio, billboard, or magazine advertisement, differentiate between information that is implied and information that is stated. ***

3. From a television, radio, billboard, or magazine advertisement, recognize information that is misleading and explain why it is misleading. *

E. Demonstrate your ability to combine concepts, principles, and generalizations by producing a simple newspaper (no less than one page) that includes one article of class (local) interest, one article of school (national) interest, one article of community (world) interest, and one article from each of the following sections: classified, sports, theater-entertainment, editorial, and comics. I

1. Find information and employment opportunities in newspapers. ***

2. Locate articles in various sections of a newspaper, and answer questions about each of these articles. *

3. Given a local newspaper, recognize at least one article of local interest, one article of national interest, and one article of world interest. **

4. Recognize the following parts of a local newspaper: (1) headline page, (2) sports page, (3) classified section, (4) editorials, and (5) index. **

5. Write an article for a school newspaper, using the criteria for effective journalism. *****

6. Write and conduct an interview for a school newspaper, including the interviewed person's name and at least three facts about his life. ***

7. Given the lead paragraph from a news story, identify the parts that tell who, what, when, where and how. *

8. After reading a selection of poetry involving an historical event, write a newspaper story from given facts. ***

9. Given a news story and three headings, recognize the headline that uses the least space in presenting the main fact of the news story. **

10. Given an editorial, recognize the purpose(s) (explanation, persuation, criticism, praise, or entertainment) that the editorial serves. **

11. Given a newspaper review of a book, recording, movie, or television show, determine whether or not the review (1) states an opinion, (2) makes recommendations, (3)includes basic information, or (4) summarizes briefly. ****

12. Given examples of classified ads from a newspaper, recognize ads that present all the necessary information. **

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	C. Trunk activities	
	D. Balance	
	E. Body movements in space relationships	
	F. Vocabulary-time and space relationships	
II.	Fine Motor Skills	4
	A. Finger dexterity	
	B. Hand dexterity	
	C. Eye and hand coordination	
III.	Listening Skills	5-7
	A. Oral directions	
	B. Differentiate sounds	
	C. Summarizing and interpreting	
	D. Specific information	
	E. Making judgments	
IV.	Speaking Skills	8-11
	A. Present ideas	
	B. Personal experiences	
	C. Audience presentation	
	D. Group discussions	
	E. Personal interviews	
	F. Informal presentations	
	G. Preparing oral report	
	H. Present oral report	
	I. Discussion group goals	
	J. Leading a discussion	
	K. Parliamentary procedures	
V.	Reading Skills	12-17
	A. Understanding relationships	
	B. Left-to-right sequence	
	C. Letters of alphabet	
	D. Similarities and differences among sounds	
	E. Similarities and differences of symbols	
	F. Sound to symbol	
	G. Word structure	
	H. Recognize words	
	I. Word forms and sentence patterns	
	J. Written directions	
	K. Reading new words	
	L. Meaning of words and phrases	
	M. Correct forms of words	
	N. Phonetic and structural analysis	

VI. Writing Skills 18-19
A. Making patterns
B. Letters of alphabet
C. Communicate thoughts
D. Present ideas
E. Organizing sentences and paragraphs

VII. Grammar Skills 20-29
A. Sentence structure
B. Nouns and pronouns
C. Verb forms
D. Punctuation
E. Transformational rules
F. Fundamental rules
G. Inflectional morphology
H. Derivational morphology
I. Parts of speech
J. Types of sentences
K. Rules of punctuation and capitalization

VIII. Study Skills 30-35
A. Instructional materials
B. Care of materials
C. Reference sources
D. Select reading material
E. Reading rate
F. Reading techniques
G. Recognize parts of a book
H. Use of dictionary
I. Library
J. Reference material
K. Find information
L. Outlines
M. Factual report

IX. Personal Communication and Development Skills 36-37
A. Telephone
B. Friendly letters
C. Forms of conversation
D. Friendly and business letters
E. Nonverbal communication

X. History and Dialectology 38-40
A. Language usage
B. Latin and Greek prefixes
C. Regional differences

XI. Classification, Interpretation, and Analysis of Literary Forms 41-46
A. Fact and fantasy
B. Literary selection
C. Contextual clues
D. Application of reading

XI. Classification, Interpretation, and Analysis of Literary Forms (Cont.)

E. Classify literary selections
F. Main ideas
G. Personality traits
H. Inferences
I. Cause and effect
J. Setting
K. Plot development
L. Author's intent
M. Mood and tone
N. Making judgments
O. Literary devices

XII. Original Writing 47-53
A. Descriptive words or phrases
B. Original stories
C. Original poems
D. Organizing information
E. Creative writing
F. Original compositions

XIII. Oral and Dramatic Interpretation 54
A. Dramatization
B. Developing dramatic techniques
C. Oral presentations

XIV. Critical Analysis of Media 55-57
A. Mass media
B. Effects to television
C. Statements of fact, fiction and opinion
D. Techniques and effects of advertising
E. Newspaper

APPENDIX:

Check List for Integrated Language Arts 58-60

Sample copies of checklists for class and individual student records 61-

CHECK LIST FOR INTEGRATED LANGUAGE ARTS

Name of Pupil _____

Key to Marking:

Circled number and/or letter means topic has been introduced (A) (10)

Slash within circle means topic introduced and somewhat developed but needs more work (A) (10)

X within circle means item is developed to the extent indicated by the behavioral objective (A) (10)

I. Gross Motor Skills
- A. 1 2 3 4 5
- B. 1 2 3
- C. 1 2 3
- D. 1 2 3
- E. 1
- F. 1

II. Fine Motor Skills
- A. 1 B. 1 C. 1

III. Listening Skills
- A. 1 2 3 4 5 6 7
- B. 1 2 3 4 5 6
- C. 1 2 3 4 5 6 7 8 9
- D. 1 2 3 4 5 6 7 8 9 10 11
- E. 1 2 3

IV. Speaking Skills
- A. 1 2 3
- B. 1 2
- C. 1 2 3 4 5 6 7 8 9
- D. 1 2 3
- E. 1 2 3 4
- F. 1 2 3 4 5
- G. 1 2 3
- H. 1 2 3 4 5 6 7
- I. 1 2 3 4
- J. 1 2 3
- K. 1

V. Reading Skills
- A. 1 2 3
- B. 1 2 3
- C. 1 2 3 4
- D. 1 2 3 4
- E. 1 2 3 4 5
- F. 1 2 3 4 5 6 7 8 9 10 11 12
- G. 1 2 3 4 5
- H. 1 2 3 4 5 6 7 8 9

V. Reading Skills (Cont.)

I. 1 2 3
J. 1
K. 1 2 3 4
L. 1 2 3 4 5 6
M. 1 2 3 4 5 6 7
N. 1 2 3 4 5 6 7 8 9 10

VI. Writing Skills

A. 1 2 3
B. 1 2 3 4
C. 1 2 3 4 5 6 7 8
D. 1 2 3 4 5 6 7
E. 1 2 3 4 5 6 7 8 9

VII. Grammar Skills

A. 1 2 3 4 5
B. 1 2 3 4 5 6 7 8 9
C. 1 2 3 4 5
D. 1 2 3 4 5 6 7 8 9 10 11
E. 1 2 3 4 5 6 7 8 9 10 11 12 13
14 15 16 17 18 19 20 21 22 23 24
25 26 27 28 29 30 31 32 33 34
F. 1 2 3 4 5 6 7 8 9 10 11 12 13
14 15 16 17
G. 1 2 3 4 5 6 7 8 9 10 11
H. 1 2 3 4 5 6 7 8 9 10 11 12 13
14 15 16 17 18 19 20
I. 1 2 3 4 5 6 7 8 9 10 11 12 13
14 15 16 17 18 19 20 21 22 23 24
25 26 27 28 29 30 31 32 33 34 35
36
J. 1 2 3 4 5 6 7 8 9 10 11 12
K. 1 2 3 4 5 6 7 8 9 10 11 12

VIII. Study Skills

A. 1 2 3
B. 1 2 3
C. 1 2 3 4 5
D. 1 2 3 4
E. 1 2 3 4
F. 1 2 3
G. 1 2 3 4 5 6
H. 1 2 3 4 5 6 7 8 9 10 11
I. 1 2 3 4 5 6 7 8
J. 1 2 3 4 5 6 7 8 9 10
K. 1 2 3 4
L. 1 2 3 4 5
M. 1 2 3

IX. Personal Communications and Development Skills

A. 1 2 3 4 5
B. 1 2 3 4 5 6 7
C. 1 2
D. 1 2 3 4 5 6 7 8 9 10
E. 1 2 3 4 5 6

X. History and Dialectology

A. 1 2 3 4
B. 1 2 3 4 5
C. 1 2 3 4 5 6 7 8 9 10 11
D. 1 2 3 4

XI. Classification, Interpretation, and Analysis of Literary Forms

A. 1 2 3
B. 1 2 3 4 5 6 7 8 9 10 11 12 13 14
C. 1 2 3 4 5 6
D. 1 2 3
E. 1 2 3 4 5 6 7 8 9 10 11 12
F. 1 2 3 4 5 6 7 8 9 10 11 12 13 14
G. 1 2 3
H. 1 2 3 4 5 6 7
I. 1 2 3
J. 1 2 3
K. 1 2 3
L. 1 2 3
M. 1 2 3 4 5
N. 1 2
O. 1 2 3 4 5 6 7 8 9

XII. Original Writing

A. 1 2 3 4 5 6 7
B. 1 2 3 4 5 6 7 8 9 10 11 12
C. 1 2
D. 1 2
E. 1 2 3 4 5 6 7 8 9 10 11 12 13 14
15 16 17 18 19 20 21 22 23 24 25 26
27 28 29 30
F. 1 2 3 4 5 6 7 8 9 10 11 12 13 14
15 16 17 18 19 20 21 22 23 24 25 26
27 28 29 30 31 32 33 34 35

XIII. Oral and Dramatic Interpretation

A. 1 2 3 4 5
B. 1 2 3 4 5
C. 1 2 3

XIV. Critical Analysis of Media

A. 1 2 3
B. 1 2 3 4 5
C. 1 2 3 4 5
D. 1 2 3
E. 1 2 3 4 5 6 7 8 9 10 11 12

	Teacher	Year	
K			
1.			
2.			
3.			
4.			
5.			
6.			
7.			

GROSS MOTOR SKILLS

FINE

LEG	Walking	
	Jumping	
	Hopping	
	Skipping	
ARM	Body Iden.	
	Clapping	
	Circular	
TRUNK	Twist	
	Bend	
	Flat Body Position	
BALANCE	One leg	
	Both feet	
	Balance Board	
	Finger Dexterity	
	Hand Dexterity	
	Hand-Eye	

Listening Skills

	Oral Directions	Sounds	Specific Information-Oral
	Drawing pictures	Loud-soft	Sequence by pictures
	Describing orally	Human non-human	Identifying events
	Copying name	Beat rhythm	Describing events
	Arranging in order	Rhyming words	Answering questions story
	Playing games	Identifying beginning sounds	Answering questions passage
	Making worksheets	Responding the beginning sounds	Events in story
	Several steps		Facts in story
			Main idea
			Mood
			"Big" idea and detail
			Fact or opinion

SPEAKING SKILLS

| | | |

STUDY SKILLS

Materials	Visual symbols
	Locating specific
	Identifying
Use and care materials	Using equipment
	Identifying equipment
	Returning equipment
Locate Information	Words in order by second letter
	Use of telephone directory
	Use of table of contents
	Book report
Selecting reading material	Rule of thumb
	Read story, poem, article
	Read book
	Choosing material
	Adjust reading rate
	Skills of skimming